

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Solvang Elementary School District

CDS Code: 42693366046072

School Year: 2023-24

LEA contact information:

Sierra Loughridge

Superintendent

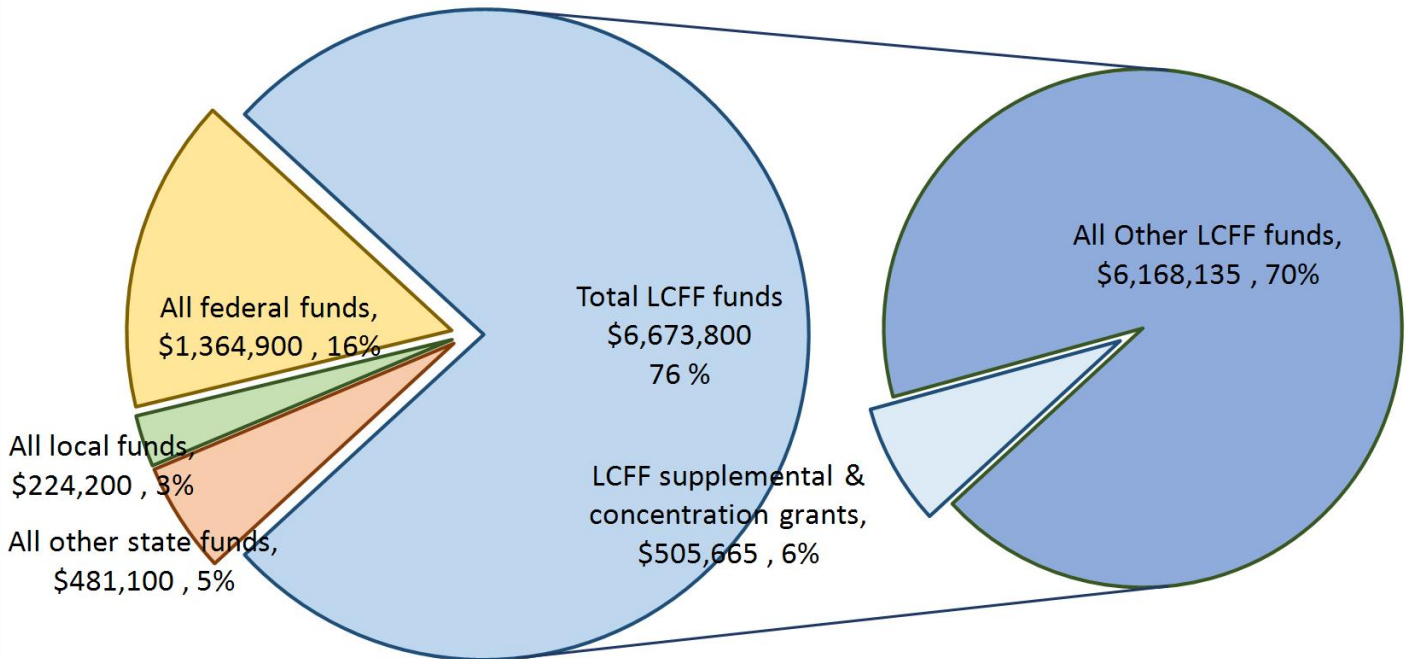
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

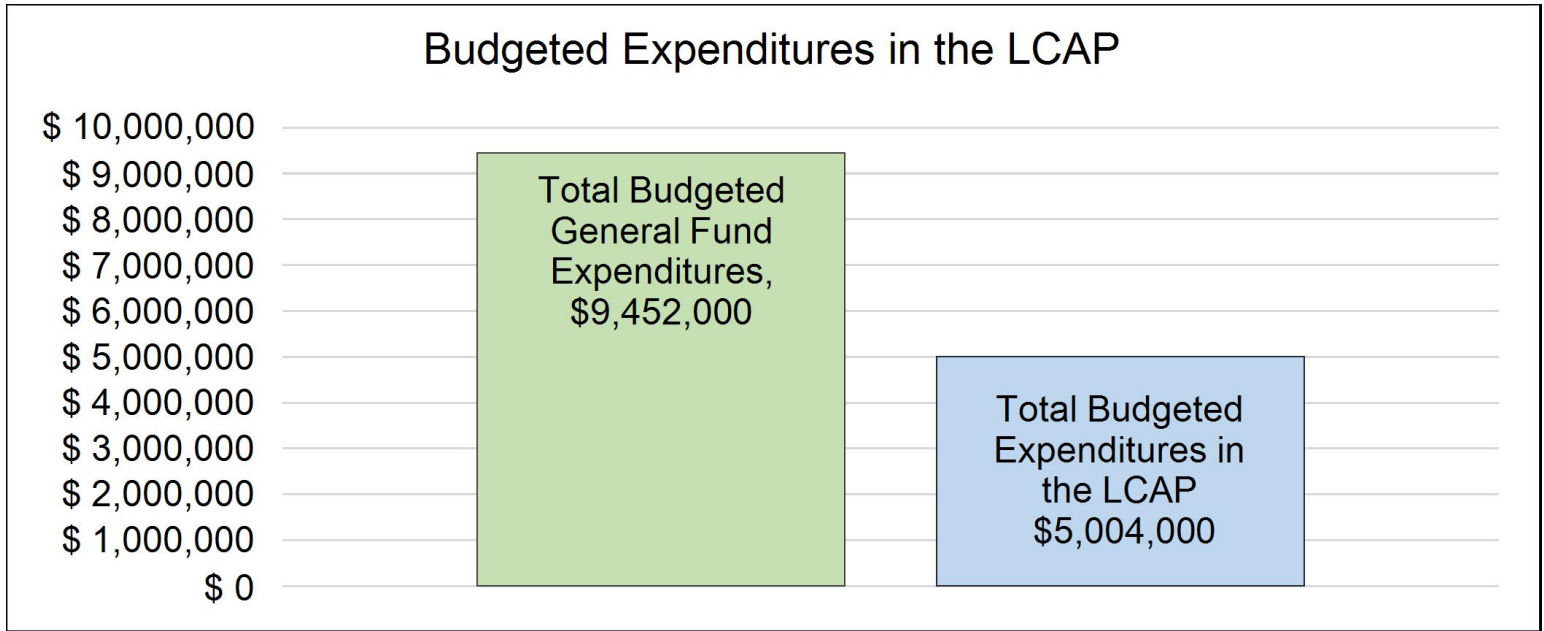


This chart shows the total general purpose revenue Solvang Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Solvang Elementary School District is \$8,744,000, of which \$6,673,800 is Local Control Funding Formula (LCFF), \$481,100 is other state funds, \$224,200 is local funds, and \$1,364,900 is federal funds. Of the \$6,673,800 in LCFF Funds, \$505,665 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Solvang Elementary School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Solvang Elementary School District plans to spend \$9,452,000 for the 2023-24 school year. Of that amount, \$5,004,000 is tied to actions/services in the LCAP and \$4,448,000 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

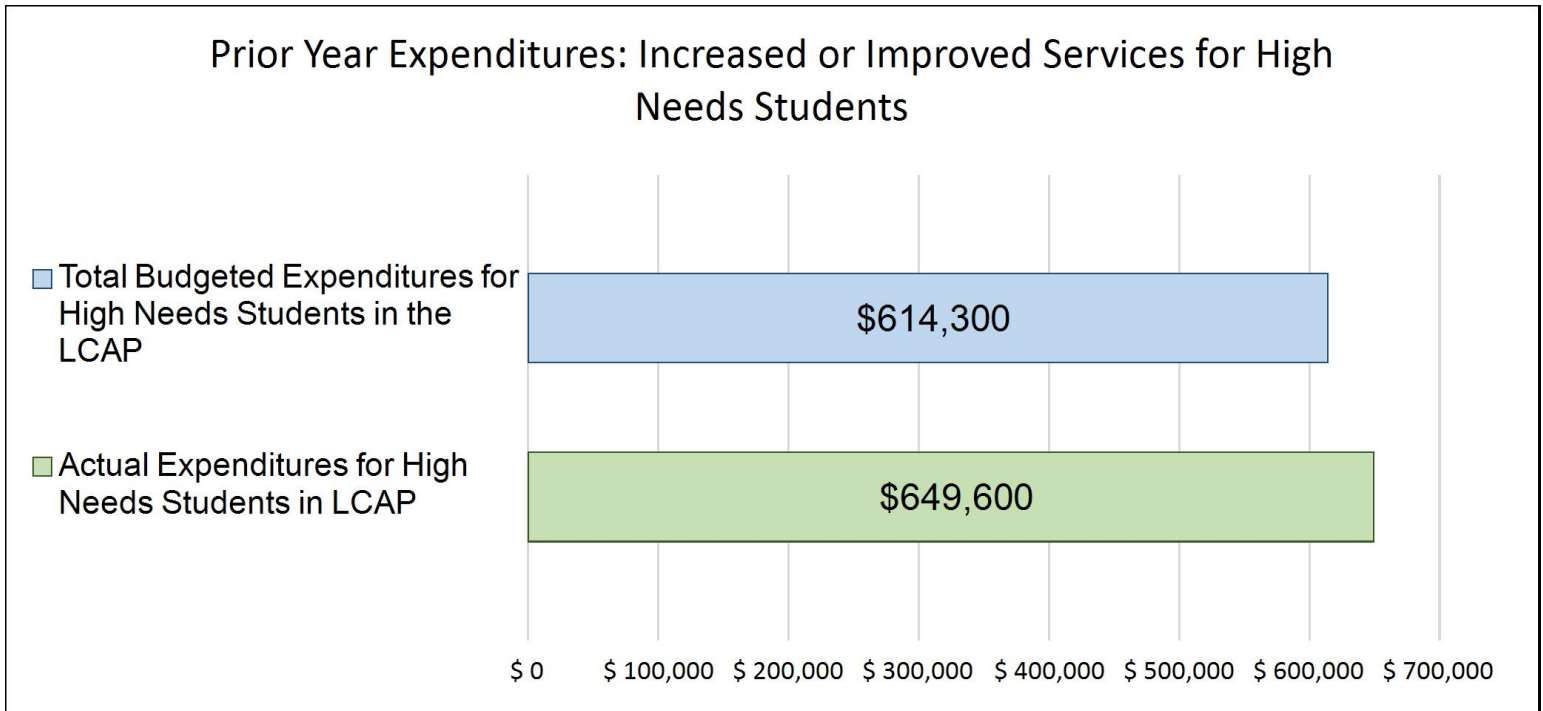
Budgeted Expenditures not included in the LCAP: Special Education costs, Certificated Management & Classified Salaries (except aides which are included in LCAP), STRS On Behalf, Utilities, Communications, Memberships, Services (Legal, Audit, etc.), Property Insurance, etc.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Solvang Elementary School District is projecting it will receive \$505,665 based on the enrollment of foster youth, English learner, and low-income students. Solvang Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Solvang Elementary School District plans to spend \$710,800 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



This chart compares what Solvang Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Solvang Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Solvang Elementary School District's LCAP budgeted \$614,300 for planned actions to increase or improve services for high needs students. Solvang Elementary School District actually spent \$649,600 for actions to increase or improve services for high needs students in 2022-23.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Solvang Elementary School District	Sierra Loughridge Superintendent	sloughridge@solvangschool.org 805.688.4810 x4454

Plan Summary [2023-24]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The Solvang School is focused on students' academic and social-emotional development. Staff serve a diverse, yet unified group of about 580 students in TK-8th grades, by providing a robust educational program featuring such things as: a strong science, technology, engineering, and mathematics (STEM) program with nationally acclaimed Project Lead the Way; Dual Language Immersion program starting in kindergarten; visual and performing arts across most grade levels; various engineering electives in 6-8th grades, including robotics, gaming, and computer science; a Medical Detectives (biomedical science) class in the middle school; interscholastic girls and boys' basketball, tennis, and volleyball teams; targeted special-education services; the acclaimed All are Scholars Academy for all 4-5th graders, where students experience gifted instruction and creative electives; café service, including a new Culinary Arts Center on the middle school campus opening in 2023; Project Based Learning/public presentations-of-learning and student-defense of their work; Town Hall Meetings at the middle school that shape a positive and empowering school culture; Character Counts curriculum; and an experienced and team-oriented staff dedicated to serving students, families, and the larger school community.

Our exemplary staff works closely with the Solvang Arts and Music educational foundation, Parent Teacher Organization, English Learner Advisory Committee, Special Education Consortium, and other committees to ensure that students' needs are met. The student body is 53% Latino, 39% white, and 5% American Indian, Filipino, Asian, and black; 33% of the student body participate in the free or reduced lunch program, however free universal meals are provided to all students. The 21% of the student body enrolled in the English learner (EL) program are served by an EL coordinator. Solvang students thrive in school programs, as well as community programs. On any given weekend, Solvang students participate in rodeos, AYSO soccer, Santa Ynez Valley softball, baseball and football leagues, YMCA programs, church youth groups, community arts' programs, girl and boy scout programs, surfing, cycling, and motocross. Such programs and activities reflect the vast array of engaging opportunities in the Santa Ynez Valley and the value its citizens place on its youth.

Given all of the school and community activities and staff and community support, it is no surprise that Solvang students are well on their way to success in and through high school and on to higher-education and career options.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Solvang School achieved high levels of success in each of the 3 domains on the California School Dashboard. Under the category of Academic Performance, there are 4 indicators: ELA, Math, EL Progress, and Academic Standards. Solvang School was successful in all of them. Solvang students scored 14.2 points above the standard in English Language Arts on the 2022 CAASPP. Solvang had two subgroups at the high or medium performance level, white and Hispanic, respectively. Similarly, Solvang students were in the high performance level in mathematics, scoring 0.2 points above the standard. White students performed in the high level. Hispanic and Socioeconomically disadvantaged (SED) students scored in the medium performance level. Additionally, according to the California Dashboard, 58.4% of English Learners were making progress towards English Language Proficiency. Moreover, we have met the local indicator for academic standards as measured by Professional Development, Instructional Materials, Policy and Program Support, Implementation of Standards, and Engagement of School Leadership. The second category on the dashboard is Academic Engagement, Solvang met the standard for offering a board course of study, but has identified Chronic Absenteeism as an area of opportunity. The last category on the dashboard is Conditions and Climate and we met the criteria in all indicators. For example, new suspension rates were low for all students at 1.5%. Suspension rates were very low for homeless students and students with disabilities; low for English Learners, Hispanic and SED students; and were medium for white students. The only subgroup in the high suspension rate category were students in the two or more race category. This will be an identified need. Solvang met the local indicator standard for teachers, instructional materials, and facilities. Likewise, according to the dashboard, Solvang met the standard for Parent and Family Engagement based on the local climate survey. Lastly, the educational partners including ELAC, LCAP PAC, and students and staff identified the overall CAASPP achievement, the English Learner Progress, the low suspension rate, and the variety of courses as successful outcomes to be continued.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on the California Dashboard, we have identified the following performance gaps and identified needs. While overall, Solvang students performed in the high level on the CAASPP in both ELA and Math, significant achievement gaps exist for students with disabilities (SWD) who scored in the very low performance level on both assessments. Additionally, an opportunity exists to improve outcomes for English Learners or Multilingual Students who scored in the low performance level on the ELA CAASPP and on the Math CAASPP. Another achievement gap to address is for SED students on the CAASPP for ELA. While 58.4% of English Learners made progress towards English

Language Proficiency, it is important to address the 13.5% of ELs who decreased at least 1 performance level on the English Learner Progress Indicator (ELPI). Another identified need that we will focus on is lowering Solvang school's Chronic Absenteeism rate of 15.3%, which means overall Solvang has a High Chronic Absenteeism rate. All student subgroups at Solvang School were in the high or very high level of Chronic absenteeism. This is the opposite of what we would want. The following subgroups were in the high Chronic Absenteeism level: Hispanic, Two or More Races, SED, SWD, and White. Moreover, English Learners were in the very high level of chronic absenteeism. Clearly improving attendance for all students is a key priority. Additionally, we have identified lowering the suspension rate for students who are two or more races. This subgroup was disproportionately in the very high rate (5.4% suspended at least one day) compared to the overall (1.5% suspended at least once a day) low suspension rates for the other subgroups. Lastly, due to a failure to report the local indicators at a Solvang School Board Meeting before July 1st of 2022, the 2022 Dashboard will show that the local indicators were not met. However, the local indicators were met with fidelity just not reported out by the previous superintendent before July 1 of 2022. The new superintendent remedied this by reporting the analysis of the local indicators for 2022 to the Board of Trustees in the 2022-2023 school year and utilized CDE's assessment tool to complete the local indicators for 2023. The Local Indicators for the 2023 Dashboard will be presented at the June 21, 2023 School Board Meeting. Thus, ensuring that the 2023 Dashboard reflects the standards for all local indicators as met and meeting the requirement to present the indicators by July 1st.

To address these areas of identified need, Solvang teachers participated in professional development (English Language Development, Daily 5, Wonders, Cultural Proficiency) and established 3 windows for STAR Reading, STAR Early Literacy and STAR Math Assessments. These standardized, computer-adaptive assessments helped inform instruction, establish groups for in class and pull-out intervention, and were used for progress monitoring, Student Study Teams, Individualized Education Plans, and communicating progress with families. Additionally, with teacher input, Solvang consolidated educational platforms, provided teacher led professional learning, and expanded the use of the Imagine Learning platform to include Reading, Language and Literacy or Lectura, Math and Math Facts in English and in Spanish. We recognize that it is imperative that we monitor all students progress, provide targeted intervention, and personalized learning. Furthermore, as a school with a Dual Language Immersion strand in Spanish for grades K-4, expanding to 5th grade next year. It is important that we monitor progress in both languages for our DLI students. In addition to supplemental support and personalized intervention, we focused on improving tier I instruction, first instruction, and on refining our Response to Intervention and Designated English Language Development (DELD) practices and systems. In terms of first instruction, Solvang School has embraced the Daily 5 approach in TK-5, learned about the Fair Act, and employed standards-aligned texts, differentiated, administered assessments to regularly monitor progress, and collaborated with EL and RTI staff to provide in-time and fluid support. The district has made of significant investment of classified aide support in classrooms to enable small group instruction. Likewise, the District strategically staffed teachers using one time funds to keep class sizes small. Bilingual aides were hired for RTI, ELD, and DLI programming. Solvang remains committed to ensuring all students have access to the supports they need and introduced "What I Need" or WIN time this school year to systematically ensure targeted intervention opportunities for students in the English Only and in the Dual Language Immersion program. Previously, students in DLI did not have access to intervention. Additionally, our ELD Director and bilingual aide support English Language Development and Spanish Language Development for English Only Students in DLI. They provided Designated ELD in grades (DELD) TK-8 and individualized ELPAC assessments as applicable. To address Chronic Absenteeism, Solvang School has discussed the importance of regular school attendance at ELAC, PTO, and SAM meetings, adopted new Independent Study Board Policies, and will be launching an attendance campaign next school year, including assigning an administrator to oversee attendance and utilize the SARB process, increasing Aeries training for office staff, and promoting positive attendance through assemblies.

As part of the LCAP input process, the Superintendent met with Educational Partners, including the LCAP Parent Advisory Committee (LCAP PAC), Parent Teacher Organization (PTO), English Learner Advisory Council (ELAC), Solvang Federation of Teachers (SFT), and staff input gathered from these sessions along with our LCAP survey revealed the following needs:

Increase Parent Engagement Opportunities:

- 2 Conference Weeks for both campuses
- New website and app
- New teacher communication app & room parents

Rigorous Professional Learning for teachers:

- FOSS- Science adoption
- Social Emotional Training

More After School Care and Summer Learning

- In-house After School programming to be developed (TK, After School Care)

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The Solvang Team continues to build on past success. The goals and actions below summarize the LCAP's key features.

Goal 1. Enable greater academic and applied achievement for ALL students

1.1 Assign teachers per their California Teacher Commission certification. Provide intervention instruction.

1.2 Provide a teacher-led RTI program with bilingual instructional-aide support.

1.3 Provide a director-led EL program with bilingual instructional-aide support.

1.4 Engage stakeholder groups in ways that support student achievement, e.g., ParentSquare; Maintain Spanish speaking office clerks to assist with all translations, newsletters and parent communication.

1.5 Provide professional development on best practices, (Cultural Proficiency, Fair Act, Star Renaissance, Imagine Learning, Wonders, the Daily 5, ELD).

1.6 Develop and implement a summer school program. (Summer of Learning, "SOL," is a month long summer school with classroom teachers and enrichment program including art, dance, and recreation activities for homeless, foster youth, and targeted students in need of intervention.

Goal 2 Provide rigorous and engaging curriculum and instruction

2.1 Provide a broad course of study per Ed. Code, including STEM and VAPA, Spanish, DLI in K-4 and expanding to 5th.

2.2 Provide Instructional Materials: FOSS Science Adoption TK-8; platform consolidation; Imagine Learning Training; Membean to support literacy in grades 6-8.

2.3 Engage parents, community and students in ways that support student attendance e.g., ParentSquare, parent education, community services, Character Counts assemblies, and systematic data review and follow up.

Goal 3 Maintain fiscal strength to support educational excellence.

3.1 Expand counseling services including credentialed counselor and People Helping People (PHP); social emotional learning curriculum added.

3.2 Use Aeries to monitor and track attendance, discipline and student-achievement data.

Goal 4 Maintain high quality facilities to support educational excellence.

4.1 Continue to expand technology infrastructure. Upgraded teacher devices and established student checkout and replenishment system.

4.2 Superintendent and IT/Facilities Director monitor projects, including new construction. Completion of deferred maintenance and nearing completion of the Culinary Arts Building

Programs, without our dedicated and extremely competent staff, fail to help students succeed. As we continue to reflect on the work, what remains constant is the staff's commitment to continual improvement. The school recognizes that change is a process; it takes time to meet high expectations for student achievement. With that in mind, the school district strives for excellence in all things.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

The process for engaging educational partners included surveying the community, parents, teachers and staff, and students and Superintendent led input sessions with educational partners including the LCAP Parent Advisory Committee (LCAP PAC), DELAC/ELAC, PTO, Staff (certificated, classified, and administrative), and Solvang Federation of Teachers. The input was gathered through in-person meetings, through goal analysis charts, and electronically via surveys. The Superintendent led Educational Partners through an overview of the LCAP, a review of the dashboard outcomes, including gaps by subgroups and the local indicator outcomes, shared the challenges and successes, and gathered input on the the goal and actions in session 1 of the in person meetings. The data collected was analyzed and used to inform the updated goal and actions for this LCAP. In session 2, the Superintendent summarized the data collected from the meetings, the action analysis handouts, and survey results and presented the updated goals and actions that were informed by the engagement process. 71% of the respondents to the LCAP survey were current parents (29% alumni families), 15% were staff, and 10% were community members. 82% had students on lower campus (elementary) and 33% of respondents had students on upper campus (middle school). The following is the breakdown of respondents by subgroup: 45% had students in the Dual Language Immersion (DLI) program, 57% were considered SED, 12% were parents of ELs, 7% had students with disabilities, 3% had 504s, 5 % received counseling services, 14% used district transportation, 19% were involved in athletics, and 10% were involved in clubs. In terms of ethnicity or race the survey respondents were as follows: 42% were white (dashboard indicated that the school population is 38% white), 23% were Hispanic (dashboard indicates 55% Hispanic), 18% declined to state, 15% identified as two or more races. This breakdown indicates that we have work to do to gather important more effectively from our Hispanic, EL, and SWD families. Additionally, the district consulted with the SELPA and SBCEO. A public hearing on the LCAP is to be held on June 14, 2023.

Timeline of Input:

- Teachers, Administrators, and Staff - Winter - Spring 2023
- Students in Grades 5 & 7 - Spring 2023
- ELAC - Spring 2023 (May 16, 2023 & May 30, 2023)
- PTA - Spring 2023 (May 9, 2023)
- SAM - Spring 2023 (on-going)
- SFT - Spring 2023 (June 7, 2023)
- SBCEO - Spring 2023 (on-going)
- SELPA - Spring 2023 (June 8, 2023)

A summary of the feedback provided by specific educational partners.

The feedback from educational partners in person meetings and from the survey (community, family, staff & student) were similar in that both focused on a continuation of the actions and goals identified in this LCAP and made similar suggestions for expanding the impact of the actions.

For example in Goal 1, 84% of LCAP survey respondents supported RTI as a priority action. While 70% prioritized After School and Summer Learning, 49% prioritized EL Programs, 41% staff development, and 38% Educational Partnerships. In the comments and in person the following themes emerged for goal 1: "recruit and retain teachers, Increase RTI, After School: TK, Tutoring, sports, classes (Spanish), STEM, Enrichment, computer coding, DLI Expansion to TK, community engagement." Therefore, we will continue with these actions as student achievement is a primary concern. Staff and ELAC value the academic supports provided by teachers, e.g., support classes. Parents and staff also support after school programming, EL support, and summer instruction.

For Goal 2, 75% prioritized a broad course of study, 52% educational partner engagement, and 49% instructional materials. For Goal 2, the following themes emerged from both the survey (community, family, staff, & student) and input sessions: "enrichment programs, tech electives (e.g. computer coding), DLI Expansion to TK and middle school, family engagement opportunities, campus-wide activities celebrating diversity (guest speakers, assemblies), hands-on learning, and Professional Learning for teachers." All educational partners value "strong academic programs" that occur during the day. Likewise, access to engaging and purposeful instruction materials is viewed as essential to a strong instructional program; these things go beyond textbooks and include online programs, field trips, and access to the arts. Middle school families are particularly appreciative of the robust electives' program. Likewise, students advocated for continuation of electives and sports.

For Goal 3, 82% of survey respondents prioritized wellness and trauma informed practices, 34% prioritized attendance tracking. Additional qualitative data for this goal includes the need for: "on staff counseling, social emotional learning, SEL training for all teachers, and parent support in classrooms." Social Emotional Wellbeing is a priority for PTO, ELAC, and staff.

For Goal 4, 64% of respondents prioritized facilities being in good repair, 48% prioritized an expansion of technology, and 44% prioritized connectivity. Additional comments from partners identified the following that, "chromebooks be sent home for elementary students, kinder playground concerns, and campus safety as a priority." Access to technology and maintaining safe and welcoming school environments are priorities of PTO, ELAC, and Staff.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

All goals and actions were influenced by specific input from educational partners as part of the LCAP process. For example, in goal 1, we will continue to recruit and retain highly qualified teachers and work with the county and our board to secure waivers when necessary. Additionally, we will continue and further support our RTI programming through developing both academic and behavior interventions as part of a Multi-Tiered System of Support (MTSS). Likewise, we will continue to provide teachers with professional development on integrated ELD, will launch a new hand-on science curriculum with corresponding Designated ELD lessons. In order to do this, we will continue to provide rigorous professional learning for teachers on the new FOSS Science and ELD curriculum and on social-emotional learning. Next, we will increase Parent Engagement by holding 2 conference weeks on both campuses in order to provide families with timely feedback on progress towards standards. Additionally, as part of our newly adopted calendar, all students in TK-8 will be on the quarter system, which will provide families with progress reports across the grade levels. Additionally to improve parent engagement we will launch a new website, our first Solvang School app designed for the phone and available in the language of the user, convert from ParentSquare to a new Rooms platform

that works within the app, and set up a room parent system for parents to volunteer in the classroom. Lastly, for Goal 1, we will be offering a robust summer school and enrichment program and will be developing in house after school care, starting with TK in the 23-24 school year.

For goal 2, we will continue to offer a broad course of study with Art, Music, STEM, Spanish, Yearbook, Leadership, and Designated ELD. We will expand our DLI offerings to 5th grade and open up another TK classroom. New electives include Culinary Arts and Math Support. In order to increase family engagement opportunities we will utilize the recently negotiated adjunct duties to offer Family Workshops (Literacy Nights, Math Nights), Campus-wide activities celebrating diversity (guest speakers, assemblies) and we will continue with hands-on learning with FOSS Science. Students reported that these activities are valuable to them and help create community.

For Goal 3, we will continue with a certificated on site counselor, expand Positive Behavioral Interventions and Supports (PBIS), offer SEL training for all teachers, return to having parent support in classrooms, and actively promote daily attendance. Additionally, we will increase training for all office staff on the Student Information System and increase communication via APP to families re: attendance.

For Goal 4, we will launch a 3 year device checkout and replenishment cycle for student devices, upgrade technology, and equip new classrooms with technology and infrastructure. We will be renovating the Kinder Playground by removing the existing structure, adding a new Viking Warrior Ship play structure, adding the accompanying softscape and landscaping on the kinder playground in Nov-Dec of 2023. The safety of our students is paramount and as such campus safety is a priority, therefore, we will be adding more fencing to both campuses to secure inner perimeter, relocating both offices to control campus access, and locking gates during school hours at 8:35 am. Campus safety was prioritized by parents of students with disabilities, ELAC, and PTO.

These are the highlights of the input that influenced the upcoming goals and actions for this LCAP.

Goals and Actions

Goal

Goal #	Description
1	Enable greater academic and applied achievement for all students by improving CAASPP proficiency and maintaining high performance level on the Dashboard.

An explanation of why the LEA has developed this goal.

All students need to possess the academic skills and understandings to choose their college and/or career paths and succeed along those paths. Students must not only be able to do well on more traditional assignments and related assessments, but they must also be able to successfully apply and defend learning in real-world/authentic contexts. This goal was developed based on the CAASPP Proficiency rates from 2022, California Dashboard indicators, and in consultation with educational partners (families, teachers, students, etc.).

The data from the Dashboard indicates that while overall students at Solvang School performed in the high range and were 14.2 points above the standard in English Language Arts (ELA), there are significant gaps along ability, language, socio-economic, and racial lines. For example, our students with disabilities were far from the high range and scored 95.1 points below the standard, in the very low range. Similarly, our English Learners were in the low category at 28.5 points below the standard and our SED students were also low at 6.2 point below the standard. There is also a gap between Hispanic students, who were 2.9 points below, and White students, who were 31.5 points above the standard. Likewise, these gaps also appear in the CAASPP Mathematics data. While all students were in the high range with 0.2 points above the standard, students with disabilities were in the very low range and were 121 points from the standard. The gap for English Learners is evident as well with ELs scoring 47.1 points below the standard in Math, in the low dashboard range. SED students were in the medium range and were 23.8 points below the standard. The racial gap remains with Hispanic students in the medium category at 16.5 points below the standard and White students scoring 25.5 points above the standard and in the high range.

Clearly, this data indicates that students with disabilities and English Learners are below the standard in Math and Reading and therefore, in addition to the goal focusing on all students, priority supports will be given to these subgroups to address these significant gaps.

Additionally, this goal was developed to continue meeting the standard on the dashboard for English Learner Progress and Implementation of Academic Standards.

Lastly, this goal addresses the following State Priorities: Priority 1 appropriate teacher assignment, Priority 2 implementation of academic content and performance standards, Priority 3 Parental Involvement and Family Engagement, and Priority 4 pupil achievement. The actions listed below including having appropriately credentialed teachers, providing intervention RTI, a robust EL program, parental engagement through learning activities, professional development for teachers, providing summer school, and developing after school opportunities are specifically designed to foster student achievement, support students in need of intervention and English Language Development, and improve educator and education partner capacity.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>All student groups are above standard in ELA and Mathematics on SBAC assessments</p> <p>Measure: Outcome Data in the Absence of Dashboard data is California Assessment of Student Performance and Progress</p>	<p>All student groups except Students with Disabilities and current English Learners are above standard in ELA and Mathematics, 2019. 2021 CAASPP results TBD.</p>	<p>DASHBOARD DATA NOT AVAILABLE</p> <p>MATH (%) Hispanic: 38.20, Two or More Races: 40, White: 56.94, English Learners: 20.63, Socioeconomically Disadvantaged: 30.92, Students with Disabilities: 11.63</p> <p>ELA (%) Hispanic: 59.55, Two or More Races: 53.33, White: 70.14, English Learners: 34.92, Socioeconomically Disadvantaged: 57.24, Students with Disabilities: 18.60</p>	<p>New Dashboard status: High in Math for All Students: 0.2 points above the standard.</p> <p>Math by Subgroups: White: 25.5 points above the standard; Hispanic: 16.5 points below the standard; SED 23.8 points below the standard; EL 47.1 points below the standard; SWD; 121 points below the standard.</p> <p>New Dashboard status: High in ELA for All Students: 14.2 points above the standard.</p> <p>ELA by Subgroups: White: 31.5 points above the standard; Hispanic: 2.9 points below the standard; EL: 8.5 points below the standard; SED:</p>		<p>All student groups are above standard in ELA and Mathematics on SBAC assessments</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			6.2 points below the standard; SWD 95.1 points below the standard.		
<p>Improve English learner students who make progress toward proficiency in ELA by 22.35 on SBAC assessments.</p> <p>Measure: Outcome Data in the Absence of Dashboard data is California Assessment of Student Performance and Progress</p>	44.7 points below standard in ELA, 2019.	<p>DASHBOARD DATA NOT AVAILABLE</p> <p>Math (%) 20.63</p> <p>ELA (%) 34.92</p>	<p>CAASPP ELA for EL: 8.5 points below the standard.</p> <p>CAASPP Math for EL: 47.1 points below the standard</p> <p>New Dashboard English Learner Progress Indicator (ELPI): 58.4% of English Learners are making progress towards English Proficiency.</p>		22.35 points "below standard" per Dashboard terminology
<p>Socioeconomically Disadvantaged students who make progress toward proficiency improved by 6 in ELA on SBAC assessments.</p> <p>Measure: Outcome Data in the Absence of Dashboard data is California Assessment</p>	4.8 points above standard in ELA, 2019. 2021 CAASPP results to be added as the most recent baseline data.	<p>DASHBOARD DATA NOT AVAILABLE</p> <p>Math (%) 30.92</p> <p>ELA (%) 57.24</p>	<p>CAASPP ELA for SED: 6.2 points below the standard.</p> <p>CAASPP Math for SED: 23.8 points below the standard.</p>		10.8 points above standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
of Student Performance and Progress					
<p>Improve Students with Disabilities make progress toward proficiency in ELA improved by 12.4 on SBAC assessments.</p> <p>Measure: Outcome Data in the Absence of Dashboard data is California Assessment of Student Performance and Progress</p>	60.7 points below standard in ELA, 2019. 2021 CAASPP results to be added as the most recent baseline data.	<p>DASHBOARD DATA NOT AVAILABLE</p> <p>Math (%) 11.63</p> <p>ELA (%) 18.60</p>	<p>CAASPP ELA for SWD: 95.1 points below the standard.</p> <p>CAASPP Math for SWD: 121 points below the standard.</p>		48.3 points "below standard" per Dashboard terminology
An additional 15% of English learners will make progress toward proficiency in EL standards as measured by ELPAC.	51% making progress towards English language proficiency, 2021.	<p>DASHBOARD DATA NOT AVAILABLE</p> <p>37%</p>	New Dashboard ELPI: 58.4% making progress toward English Language Proficiency		66% made progress toward proficiency
Improve the consistency of Parent and public engagement activities/programs, by at least, meeting quarterly and including student achievement on	<p>ELAC/DELAC, PTO, SSC, SAM and PHP do not meet quarterly.</p> <p>There is currently no Special Education Parent Advisory Group; We will establish a Special</p>	ELAC/DELAC, PTO, and SAM have met quarterly. SSC will convene informally this spring and reconstitute next fall to pre-COVID-19 status. District staff meet, as needed, but at least	<p>ELAC, PTO, SAM, and the LCAP PAC meet regularly.</p> <p>Agendas, slide decks, and srveys</p>		Quarterly meetings in place (100% of all Parent Advisory Groups); student achievement on all agendas; launch Special Education Parent Advisory Group in 2023-2024;

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>agendas. 100% of all educational partners will hold quarterly meetings.</p> <p>Measure: Quarterly agendas for ELAC, SSC, PTO</p>	Education Parent Advisory Group.	once in the summer to address counseling needs.			We will train and grow ELAC.
<p>State standards are taught in each discipline.</p> <p>Measure: Textbook adoptions and teacher materials</p>	State standards are taught in each discipline.	State standards are taught in each discipline.	Local Indicator: Academic Standards Met (Professional Development, Instructional Materials, Program and Policy Support, State Standards Implementation, & Engagement of School Leadership)		State standards are taught in each discipline.
<p>English learner students who make progress toward proficiency in Mathematics improved by 24.3 on SBAC assessments.</p> <p>Measure: Outcome Data in the Absence of Dashboard data is California Assessment</p>	48.6 points below standard in Mathematics, 2019. 2021 CAASPP results to be added as the most recent baseline data.	<p>DASHBOARD DATA NOT AVAILABLE</p> <p>Math (%) 20.63</p>	CAASPP Math for SED: 23.8 points below the standard		12 points "below standard" per Dashboard terminology

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
of Student Performance and Progress					
Students with Disabilities make progress toward proficiency in Mathematics improved by 14.98 on SBAC assessments. Measure: Outcome Data in the Absence of Dashboard data is California Assessment of Student Performance and Progress	74.9 points below standard in Mathematics, 2019. 2021 CAASPP results to be added as the most recent baseline data.	DASHBOARD DATA NOT AVAILABLE Math (%) 11.63	CAASPP Math for SWD: 121 points below the standard.		59.92 points "below standard" per Dashboard terminology
Socioeconomically Disadvantaged students who make progress on proficiency improved by 2 in Mathematics on SBAC assessments. Measure: Outcome Data in the Absence of Dashboard data is California Assessment of Student	2 points below standard in Mathematics, 2019. 2021 CAASPP results to be added as the most recent baseline data.	DASHBOARD DATA NOT AVAILABLE Math (%) 30.92	CAASPP Math for SED: 23.8 points below the standard		8 points at standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Performance and Progress					
English learner reclassification rate (RFEP) / ELPAC @ "4" Measure: ELPAC	18% RFEP / 24% @ "4"	15% RFEP / 33% @ "4"	Per data quest from 20-21: 18.2% *Local data estimate for this year is 23%		Maintain 15% or above reclassification rates (RFEP) for students.
English learner access to designated English language and core instruction. Measure: Textbook adoptions and approved teacher materials	100% of English learners have access to designated English language and core instruction.	100% of English learners have access to designated English language and core instruction.	100% of English learners have access to designated English language and core instruction.		Maintain 100% access

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Highly Qualified Teachers and Interventions	Assign teachers per their California Teacher Commission certification, and provide intervention/support electives. (28 teachers for 180 days; 2 teachers funded w/ CV19 ESSER, Art, Music, Spanish teachers in Goal 2)	\$2,949,200.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Response to Instruction and Intervention	Provide a teacher-led RTI program with bi-lingual RTI aide to support DLI intervention. Also includes (8) instructional-aide and bi-lingual aide support in classroom which is split with EL program.	\$359,800.00	Yes
1.3	English Learner Program	Provide a director-led EL program with EL specialist support. Provide an after school program for EL students. Also includes (8) instructional-aide and bi-lingual aide support in classroom which is split with EL program.	\$333,600.00	Yes
1.4	Educational Partner Engagement	Engage educational partners in ways that support student achievement by maintaining Spanish speaking office clerk to assist with all translations, newsletters and parent communication. (New Appetgy App, Bilingual office clerks, translation and interpretation, parent education, community services, program education, support for families of students with disabilities)	\$152,900.00	Yes
1.5	Professional Development	Provide professional development with 5 dedicated for professional development days. (External: Valley Wide, CAFE and Internal: 5 days of Professional Development for teachers; also includes EEBG.)	\$157,000.00	Yes
1.6	Summer School and after school program	Develop and implement a summer school program (June 2023). Develop after school program (Fall 2023) in addition to EL Homework Club. Also includes Boys and Girls Club partnership for intercession and summer programming.	\$297,200.00	No

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

All actions to meet the goal of improving student outcomes were implemented with fidelity or strategic modification and additional measures were added to address student needs.

For example, action 1.1 Assign Highly Qualified Teachers was met by employing 28 classroom teachers (incl salary & benefits for 180 days), this is two more than planned in last year's LCAP because we decided to keep class size smaller to address learning loss. Efforts to address misassignments included; hiring and placement based on credential; working with the county on credentialing, obtaining appropriate waivers as needed and hiring more BCLAD teachers. The challenges were the teacher shortage. The successes were that we were compliant, met the dashboard standard locally, hired more BCLAD teachers, and effectively covered leaves.

For action 1.2 Provide Response to Intervention (RTI) we employed an RTI teacher, a bilingual aide to support DLI students with access to intervention, utilized research based software (Amplify for MCLASS Tier III in addition to Diebels) and supplemental curriculum (Coquitos DLI Intervention for K and 1), implemented benchmarks for reading and mathematics (Star Renaissance) across the school in English and Spanish, employed 8 classroom aides, and refined our Response to Intervention practices. For example, 5 of 6 DLI Teachers, the RTI Lead, RTI Aide, ELD Director, and Director of Student Services all participated in Amplify's Spanish assessment training (Spanish version of Diebels). The challenge was equipping teachers to implement tier II in the classroom and expanding tier III intervention to both DLI and English Only classes. The successes were in establishing benchmark assessments to determine intervention needs, monitoring of progress, and in the services provided to students by the RTI teacher and bilingual aide. Additionally, we hired a roving fulltime substitute teacher to prevent the RTI teacher from having to sub.

Action 1.3 Provide English Learner Development (ELD) was implemented with fidelity and an eye towards expanding the capacity of all teachers to support English Learners. For example, teachers received two days of Imagine Learning professional development and a deep dive on the pupil free day on supporting English Learners. This professional learning included: the EL Roadmap for students with disabilities, best practices for integrated ELD, a how to utilize student's EL profiles to inform instruction, strategic grouping, and progress monitoring, and a deeper understanding of the ELD standards. We employed an EL Director and bilingual aide, tapped into the expertise of our Student Services Director, and employed a bilingual substitute to prevent loss of Designated ELD instruction. The challenges were the 1:1 ELPAC assessment schedule and the need to increase Integrated ELD in classrooms. The successes were that we revised our reclassification criteria to align with the state, protected ELD instruction rotations, supported students in after school and that we received positive feedback from teachers on professional learning.

The action of Engage Educational Partners Groups to Support Student Achievement (1.4) is reflected throughout this LCAP, in this and in following goals. Solvang School met the standard for parent engagement on the Dashboard. Actions that contributed to the standard being met included bilingual office staff, increased translation and interpretation support for Spanish Speaking families, the use of ParentSquare for two way communication, and having the Juntos Parent Liaison on the team. The front office had several staffing challenges outside of the school's control, but we were able to meet these challenges and employ temporary bilingual office support and cover leaves. Another area of

success was the Apptegy app development that will begin next school year and enable families to utilize the app on their phones and in their preferred language.

Action 1.5 Provide Professional Development for Teachers. We implemented this action effectively and provided 5 days of Professional Learning for teachers (Wonders, Daily 5, Social Studies, ELD, CAFE, etc.) and covered Teacher Induction Program costs. Additionally, we used Title II funds and the Effective Educator Block Grant for professional learning. The challenges were that there is never enough time for professional learning for new and veteran teachers and the quality of some of the vendor PD. The successes were that we utilized input from teachers' needs assessment to design meaningful professional learning; professional learning feedback from teachers was good for Cultural Proficiency, Daily 5, and ELD.

The last action in this goal is 1.6 Development and Implementation of Summer School. In June of 2023, Teachers, aides, and support staff will provide targeted summer school and enrichment opportunities for homeless, foster youth, and intervention students including students with disabilities, ELs, and SED students. Additionally, we partnered with the Boys and Girls Club to provide intercession care for students in need (Homeless, Foster Youth, SED) in the 22-23 school year. One challenge is that additional care for students during the school year is needed beyond the partnership with the Boys and Girls Club, especially since 9 hours of care will be required by ELOP. Other challenges include small enrollment in SAM after school offerings and the 22 summer school programming was not strategic. The successes are that Solvang School will have teachers and aides working this summer in the Summer of Learning Program (targeted summer school intervention and afternoon enrichment) and that we partnered with the Boys and Girls Club for Intercession care during breaks.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were slight differences. For action 1.1. We added 2 teachers to keep class sizes small to assist with learning recovery and negotiated a salary and benefit increase. For goal 1.2, We only hired 1 aide, but the person was bilingual. Actions 1.3 and 1.5 had no major material differences between budgeted and actual expenditures. Action 1.4 was increased as we added a second bilingual office clerk and developed a new school app. Action 1.6 was expanded utilizing ELOP funding to serve targeted students in summer school and enrichment. The students identified to participate in summer school include homeless, foster youth, SED, SWD, and ELs.

An explanation of how effective the specific actions were in making progress toward the goal.

1.1 Highly Qualified Teachers and Interventions: This goal was met as evinced by meeting the standard on the Dashboard and successfully working with the county to secure appropriate waivers and address misassignments. Moreover, we increased our number of BCLAD teachers serving in our DLI program. Feedback from educational partners supports the continuation of this goal. Research consistently shows that teaching is the single most important school-based factor in a student's academic growth (cpepr.harvard.edu).

1.2 Response to Instruction and Intervention: RTI is the practice of providing quality instruction and intervention and using student learning in response to that instruction to make instructional and important educational decisions (Batsche et al., 2005). An effective RTI model should

begin with quality core instruction that adequately addresses the needs of most of the students. As such, we offer strategic professional learning to teachers (action 1.5) to support first instruction. The Institute for Education Science (IES) found strong evidence for the effectiveness of providing small-group interventions as supplemental instruction to support the Tier I core curriculum (Gersten et al., 2009a). We have expanded our ability to offer this meaningful intervention in the classroom and in our RTI pull-out program. Additionally, we increased access to RTI through a in-class DLI Intervention pilot. We need to continue to support teachers in tier II interventions within their classroom and to enhance DLI intervention. Approximately, 5% of Solvang students are in need of Tier III intervention. Research shows that, "Tier 3 interventions should be specific to individual student needs and involve sufficient resources to address those needs" (Burns & Gibbons, 2008). This does not mean that the intervention must be 1 on 1, rather best practice supports that the intervention be explicit and systematic, in groups of 3-5, focused on foundational skills, with immediate feedback and effective progress monitoring. This action was effective as we increased our capacity to provide targeted intervention to students in the Dual Language Immersion Program. Additionally, we established local benchmarks and data windows and expanded our capacity for intervention through professional learning and supplemental materials.

Furthermore, this action is effective as Solvang School overall was High on the Dashboard in ELA (14.2 points above the standard) and Math (0.2 points above the standard); moreover, the targeted intervention is designed to eliminate the achievement gaps discussed as an identified need in this LCAP. Lastly, we identified students for targeted intervention in summer school (action 1.6) based on homelessness, foster youth status, or those in need of tier III as identified on the local benchmark and through teacher input and referral.

1.3 English Learner Program: This action was effective as evinced by the High rating (58.4% of ELs making progress towards proficiency) on the California School Dashboard. We offered Designated ELD and ELPAC assessment with our ELD Director and aide. According to Stanford's Understanding Language Research, "The fundamental role of Designated (also known as Standalone or Targeted) English language development is to support multilingual learners in expanding their linguistic resources to communicate effectively within a variety of contexts and purposes, both in and out of school." (ul.stanford.edu) The study goes on to state that a challenge with DELD is, "development and use of high-quality curriculum for English Language Development (ELD) instruction. A significant number of ELD "curriculums" tend to be (a) grounded in weak or antiquated language pedagogy; (b) a set of supplemental materials added on to support the ELA curriculum; (c) a repurposed reading intervention program; and/or (d) a random collection of materials, resources, and lessons that teachers have pieced together over time." (ul.stanford.edu). Since we know that the ELD standards call for Designated English Language Development (DELD) and Integrated English Language Development (IELD) to come from and speak to the standards, we are adopting a new Science curriculum that is not only hands on and engaging but offers designated ELD for students at their language proficiency level. We made every effort to protect DELD rotations and worked closely with our ELAC to revise our reclassification rates to align with the state criteria. Additionally, Solvang School provided professional development on integrated ELD to teachers across the content areas. This professional development was intentionally designed to support teachers in delivering rigorous standard aligned instruction with "grade-level appropriate," and "deliberate" scaffolds. We received positive feedback from teachers on this professional learning. Another successful component of this action was that we provided an after school homework club for ELs. Further evidence of the effectiveness of this action comes from our educational partners, 49% of LCAP survey respondents prioritized this action.

1.4 Educational Partner: Solvang School met this indicator on the California School Dashboard. Ensuring all families have access to information in their preferred language is a priority for Solvang School. We are continuously striving to create more language access and

inclusion for our Spanish Speaking Families. As a proud Dual Immersion School we value multilingualism. In order to meet the goal of improving student outcomes, we employ bilingual office clerks, provide interpretation and translation, and will be updating our website and launching a new school app and new two-way communication platform to promote language access and student achievement through empowering all families as partners. This action also serves families of students with disabilities to ensure they understand their child's needs, supports, and individual education plans.

1.5 Professional Development: This action was effective and will continue. We met the Local Indicator standard on the dashboard and received positive feedback from teachers on professional learning offerings. We utilized input from teachers' needs assessments to design meaningful professional learning. We offered the following professional learning opportunities: Cultural Proficiency, Social Studies/Fair Act, MTSS, Integrated ELD, Daily 5, CAFE, Wonders, Imagine Learning, Resilience, UPK network, Language Network, etc.) Moreover, we have 5 days of professional learning embedded in our contract and the Superintendent successfully negotiated an extra day for new teachers next school year.

1.6 Summer School and After School Program: This goal contributes to student achievement by ensuring that homeless, foster youth, and SED students have access to intercession childcare and meals. This year, we are also offering small group intervention (summer school), enrichment (art, dance, recreational activities), extended childcare (Partnership with the Boys and Girls Club) and meals for free to targeted students in need, including homeless, foster youth, and intervention students that may be SED, ELs, or SWD.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

This year we modified the language of the goal to reflect the new dashboard and distance from standard metric. We updated the metrics with the new dashboard ratings and we made strategic modifications to existing actions. We will continue to assign highly qualified teachers and are adding a TK and 5th grade DLI classroom (1.1). We will continue to offer RTI and staff instructional aides to support intervention, teaching and learning and English Language development (1.2; 1.3). We will continue to utilize STAR Renaissance for benchmark assessments and progress monitoring. Additionally, we will pilot and select a Spanish curriculum for Tier III intervention. We will provide training for aides and teachers for more robust Tier I and Tier II grouping practices (1.2). We will refine our Designated English Language Development (DELD) practices through the adoption of a new Science curriculum with corresponding DELD components and provide professional learning to teachers and the ELD team. (1.3) We will continue to provide bilingual office support, and seek to improve our capacity to provide interpretation and translation services (1.4). We will continue with 5 days of dedicated professional learning designed with teacher input and will add an extra day of learning for new teachers (1.5). Lastly, we will develop after school programming in the 23-24 school year (1.6).

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	Provide rigorous and engaging curriculum and instruction in order to promote academic achievement.

An explanation of why the LEA has developed this goal.

Appropriately high expectations embedded in engaging and authentic work support high academic achievement. Additionally, this goal is designed to meet the following state priorities: Priority 1: sufficient instructional materials, Priority 2: Implementation of academic content and performance standards (Local), Priority 3: Parental Involvement and Family Engagement (Local), Priority 4: Pupil Achievement, Priority 5: Pupil Engagement and Priority 7: Broad Course of Study. As prescribed by the state and in Ed Code Section 51220, students in grades TK through 5 have access to English, English Language Development, Mathematics, Social Sciences, Science, the Arts, Physical Education, and Music at Solvang School. Additionally, Solvang School offers a Dual Language Immersion strand for grades K-4 and will expand to grade 5 next school year. Students in grades 6-8 have access to English, English Language Development, Social Sciences, Spanish, Physical Education, Science, Mathematics, Visual and Performing Arts, STEM, Yearbook, Journalism and Leadership. This creates the foundation for high school, college, and career and empowers students with the skills, knowledge, and habits of mind to be the future leaders they deserve to be. 75% of our educational partners prioritized continuing a broad course of study on this year's LCAP survey. Moreover, according to CDE, "Access to core academic content and courses," leads to graduation and success for, "all students regardless of income, race, primary language, disability, and/or family situation." As such we provide course access and rigorous curriculum. In fact, 48% of survey respondents prioritized standard aligned instructional materials and want to see this continue as an action next school year. After all, "The research is increasingly clear that quality curriculum matters to student achievement. What's more, there is emerging evidence to suggest that quality curriculum has a larger cumulative impact on student achievement than many common school improvement interventions – and at a lower cost." (Learning First, Johns Hopkins Institute for Education Policy, 2018). Lastly, a focus on parent engagement is imperative to effectively partner with families and propel students toward greater success and achievement. According to the National Education Association, "Getting parents more engaged in school is a necessary variable in the equation of student success. In fact, parent engagement can have a direct impact on student engagement itself. Multiple studies prove that students whose parents are actively engaged in their schooling typically show the following: higher grades, higher test scores, greater social skills, better reported behavior, easier adaptation to school, and a greater likelihood of continuing into post-graduate education. These are outcomes that we are seeking and our partners are advocating for. In fact, 52% of LCAP survey respondents said this action of engaging parents to support academics and attendance is an effective action for this goal. Therefore, we offer a broad course of study (2.1), ensure students have standard aligned, relevant, and engaging curriculum (2.2), and partner with families to emphasize the importance of attendance, share data, and promote learning (2.3).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>All student groups are at or above standard in ELA and Mathematics</p> <p>Measure: Outcome Data in the Absence of Dashboard data is California Assessment of Student Performance and Progress</p>	<p>All student groups, except Students with Disabilities and current English Learners, are at or above standard. 2021 CAASPP results to be added as the most recent baseline data.</p>	<p>DASHBOARD DATA NOT AVAILABLE</p> <p>MATH (%) Hispanic: 38.20, Two or More Races: 40, White: 56.94, English Learners: 20.63, Socioeconomically Disadvantaged: 30.92, Students with Disabilities: 11.63</p> <p>ELA (%) Hispanic: 59.55, Two or More Races: 53.33, White: 70.14, English Learners: 34.92, Socioeconomically Disadvantaged: 57.24, Students with Disabilities: 18.60</p>	<p>New Dashboard status: High in Math for All Students: 0.2 points above the standard.</p> <p>Math by Subgroups: White: 25.5 points above the standard; Hispanic: 16.5 points below the standard; SED 23.8 points below the standard; EL 47.1 points below the standard; SWD; 121 points below the standard.</p> <p>New Dashboard status: High in ELA for All Students: 14.2 points above the standard.</p> <p>ELA by Subgroups: White: 31.5 points above the standard; Hispanic: 2.9 points below the standard; EL: 8.5 points below the standard; SED: 6.2 points below the standard; SWD 95.1 points below the standard.</p>		<p>All subgroups above standards.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>English learner students who make progress toward proficiency in ELA by 22.35 (50%) on SBAC assessments.</p> <p>Measure: Outcome Data in the Absence of Dashboard data is California Assessment of Student Performance and Progress</p>	<p>44.7 points below standard in ELA, 2019. 2021 CAASPP results to be added as the most recent baseline data.</p>	<p>DASHBOARD DATA NOT AVAILABLE</p> <p>Math (%) 20.63</p> <p>ELA (%) 34.92</p>	<p>CAASPP ELA for EL: 8.5 points below the standard.</p> <p>CAASPP Math for EL: 47.1 points below the standard</p> <p>New Dashboard English Learner Progress Indicator (ELPI): 58.4% of English Learners are making progress towards English Proficiency.</p>		<p>22.35 points "below standard" per Dashboard terminology</p>
<p>Socioeconomically Disadvantaged students who make progress toward proficiency by 6 in ELA.</p> <p>Measure: Outcome Data in the Absence of Dashboard data is California Assessment of Student Performance and Progress</p>	<p>4.8 points above standard in ELA, 2019. 2021 CAASPP results to be added as the most recent baseline data.</p>	<p>DASHBOARD DATA NOT AVAILABLE</p> <p>Math (%) 30.92</p> <p>ELA (%) 57.24</p>	<p>CAASPP ELA for SED: 6.2 points below the standard.</p> <p>CAASPP Math for SED: 23.8 points below the standard.</p>		<p>10.8 points "below standard" per Dashboard terminology</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Students with Disabilities who make progress toward proficiency in ELA improved by 12.4 on SBAC assessments.</p> <p>Measure: Outcome Data in the Absence of Dashboard data is California Assessment of Student Performance and Progress</p>	<p>60.7 points below standard in ELA, and 74.9 points below standard in Mathematics, 2019. 2021 CAASPP results to be added as the most recent baseline data.</p>	<p>DASHBOARD DATA NOT AVAILABLE</p> <p>Math (%) 11.63</p> <p>ELA (%) 18.60</p>	<p>CAASPP ELA for SWD: 95.1 points below the standard.</p> <p>CAASPP Math for SWD: 121 points below the standard.</p>		<p>48.3 points "below standard" per Dashboard terminology</p>
<p>English learner students who make progress toward proficiency in Mathematics improved by 24.3 on SBAC assessments.</p> <p>Measure: Outcome Data in the Absence of Dashboard data is California Assessment of Student Performance and Progress</p>	<p>48.6 points below standard in Mathematics, 2019. 2021 CAASPP results to be added as the most recent baseline data.</p>	<p>DASHBOARD DATA NOT AVAILABLE</p> <p>Math (%) 20.63</p>	<p>CAASPP Math for EL: 47.1 points below the standard</p>		<p>24.3 points "below standard" per Dashboard terminology</p>
<p>Socioeconomically Disadvantaged students who make</p>	<p>2 points below standard in Mathematics, 2019.</p>	<p>DASHBOARD DATA NOT AVAILABLE</p>	<p>CAASPP Math for SED: 23.8 points below the standard</p>		<p>100% at standard</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>progress on proficiency improved by 2 in Mathematics on SBAC assessments.</p> <p>Measure: Outcome Data in the Absence of Dashboard data is California Assessment of Student Performance and Progress</p>	<p>2021 CAASPP results to be added as the most recent baseline data.</p>	<p>Math (%) 30.92</p>			
<p>Students with Disabilities who make progress toward proficiency improved by 14.98 in Mathematics on SBAC assessments.</p> <p>Measure: Outcome Data in the Absence of Dashboard data is California Assessment of Student Performance and Progress</p>	<p>74.9 points below standard in Mathematics, 2019. 2021 CAASPP results to be added as the most recent baseline data.</p>	<p>DASHBOARD DATA NOT AVAILABLE</p> <p>Math (%) 11.63</p>	<p>CAASPP Math for SWD: 121 points below the standard.</p>		<p>59.92 points "below standard" per Dashboard terminology</p>
<p>100% of students have access to a broad course of study.</p>	<p>100%</p>	<p>100%</p>	<p>Local Indicator: Standard Met</p>		<p>Maintain 100%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			100% of students have access to a broad course of study.		

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Broad Course of Study	Provide a broad course of study per Ed. Code, including Science, Technology, Engineering and Mathematics (STEM), Spanish, and Visual and Performing Arts (VAPA), and expand the Dual Language Immersion (DLI) in Spanish program to 5th grade and another TK classroom.	\$260,300.00	Yes
2.2	Instructional Materials	Purchase textbook replacements, consumables, and supplemental online software licenses, e.g., Imagine Learning, Amplify, ESGI, Membean, etc. 23-24 includes FOSS Science adoption K-8 using ESSER funds.	\$194,100.00	No
2.3	Educational Partner	Engage parents and students in ways that support student attendance and contribute to academic achievement, e.g., parent education, ParentSquare, etc., and conduct systematic data review with Multiple Measures and CALPADS support with a specific emphasis on supporting families with students with disabilities and English Learners.	\$6,000.00	No

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

2.1 Offer a Broad Course of Study: STEM, VAPA, DLI, Spanish, etc. This goal was implemented with fidelity and is designed to ensure students with disabilities have access to their least restrictive environment. We expanded DLI to the 4th grade this school year and hired a credentialed Art teacher. We offered 3 Spanish electives to UC - Beginning Spanish, Intermediate Spanish & Heritage Spanish. Additional electives included Yearbook, Engineering and Design, Journalism, Speech & Debate, Leadership, Robotics, Computer Science, Ag Science, Beginning Band, and Drama. Our Drama class put on a production of "Legally Blond" and our talented students put on the "Show of Shows" Talent Show for the first time since Covid. We hired a FT Classified Music Teacher and offered Beginning Band for UC and all students TK-5th received music classes. Students in the band and in grades TK-5 performed in Winter and Spring Concerts. Lastly, we offered Arts Outreach to students in K-3. The challenges were adding another grade level in DLI curriculum and ensuring waivers were in place to address misassignments caused by electives. The successes include the drama production, the return of "Show of Shows, Winter Showcase", Spring Concert, Yearbook, Debate, Art, Band, Drama, Robotics, and Leadership offerings.

2.2 Provide Instructional Materials: All students had access to textbooks, workbooks, learning software and classroom supplies. We piloted new Science curriculum (FOSS and FOSS DELD) and a Social Emotional Learning curriculum (Second Step) for grades TK-8. This was implemented with fidelity and thoughtfulness. For example, we increased our DLI classroom libraries and piloted a new intervention curriculum, distributed manipulatives for math and science, and evaluated and consolidated our learning platforms. The challenges were that a variety of text tools were available but there was no fidelity of use and a lack of intentionality, additionally we need to start the adoption processes for several subjects but are waiting for CDE to release framework for guidance and cognizant that we can adopt multiple curriculums at once for multiple subject teachers. The successes include increased licenses for Imagine Learning to all students (one stop app for both EO and DLI instruction), Zero Williams complaints, 100% Instructional Materials Sufficiency and FOSS TK-8 Science Adoption pending in June.

2.3 Engage Students & Parents to Support Attendance and Achievement: This action was implemented as planned and we deployed ParentSquare to effectively communicate with families and share information. Additionally, we ensured a welcoming environment and provided language access to Spanish speaking families through bilingual office staff, interpretation and translation and worked toward greater Language Access. Additional support to reduce chronic absenteeism for students with disabilities and their families was offered. The challenges are that our website company went out of business, some teachers are not effectively using the post feature in ParentSquare, too many messages turn into white noise to parents, parents are viewing the messages on their phones and they may be formatting issues and we need to upgrade our simultaneous translation equipment, continue to work on staff to include language access in events. The successes are increased communication to families and improved language access during events, in the front office support, and through interpretation and translation and covering bilingual office clerks on leave and the development of our new website and app to address the challenges above.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no substantial material differences between planned and estimated actual expenditures. We added an Art Teacher (2.1) and expanded 4th grade DLI (2.2).

An explanation of how effective the specific actions were in making progress toward the goal.

2.1 Broad Course of Study: This year we expanded access to students by creating a 6th elective wheel, adding Leadership, Drama, expanding our Dual Language Immersion Programming to 4th grade DLI. This action was effective and 100% students have access to broad course of study. Solvang School's broad course of study includes: Science, Technology, Mathematics, Engineering, Art, Music, Drama, Spanish and Support classes, etc. Overall CAASPP Proficiency is another indicator of this actions effectiveness and the importance of maintaining this goal. According to the California Dashboard, all students scored in the High range in ELA and Math on the CAASPP. This does not mean that achievement gaps do not exist and we are making strides to address these and firmly believe that offering these courses contributes to better outcomes for all of our students.

2.2 Instructional Materials: This action was effective as evinced by 100% Williams Sufficiency (All students have access to curriculum, supplemental materials including platforms, library books, and in class or assigned technology). This standard was met on the local indicator for the California School Dashboard and is not only a state priority but research shows an essential component to student achievement. For example, researchers Chingos and Whitehurst (2021) argue that not only do materials impact learning, but also that they influence teachers' instructional choices and behavior, thus making the selection of instructional materials "all the more important."

2.3 Engage Partners: This action was effective and contributes to improved outcomes in attendance and in communication with families. Both of these contribute to student and parent engagement which research shows is a key element to student success. For example Dr. Karen Mapp asserts that "strong partnerships between families and education professionals have been linked to increases in literacy and educational achievement."

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

There are no changes to the goal. The metrics were updated to reflect the new California School Dashboard and the outcomes align with these metrics. The changes that we are planning based on reflections include: 2.1 adding a credentialed music and Spanish teacher, expanding our elective offerings to include Culinary Arts and increased Math Support, adding 5th grade DLI, keeping PE class sizes low, and expanding TK eligibility. The changes for action 2.2 include adding FOSS Science with DELD and providing Imagine Learning Training for all teachers. The changes for 2.3 will be the launch of a new website and app to improve communication with all families and that will improve our capacity to communicate with Spanish speaking families as the app works in the language of the users phone.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	Maintain fiscal strength to support educational excellence, ensure good attendance, and establish an engaging school climate.

An explanation of why the LEA has developed this goal.

A focus on fiscal strength ensures ongoing support for academic and social-emotional programs. This goal was developed because Chronic Absenteeism is an identified need for the district. According to the California School Dashboard, 15.3% of Solvang students are chronically absent. This is a High rating on the dashboard and runs across subgroups: SED students are 18.1% chronically absent; SWD are 14.3% chronically absent; White students are 14.7% chronically absent; Hispanic students are 16.1% chronically absent, and students who identify as Two or More Races are 16.7% chronically absent. Even more concerning is that Solvang's EL students are in the Very High range at 21.4% chronically absent. According to the California School-Based Health Alliance, "Unlike truancy rates, which distinguish between excused and unexcused absences, chronic absence rates reflect all absences. Looking at all absences is important because, regardless of why they are missing school, students do not learn when they are not in class. Research shows that chronic absenteeism increases a student's risk of academic failure and is an early predictor of high school dropout." (schoolhealthcenters.org) As such, reducing chronic absenteeism across all subgroups and specifically for English Learners is a key priority for the district. Additionally, input from educational partners shows that 83% support prioritizing wellness, utilizing trauma-informed practices, providing social emotional learning and in school counseling. Moreover, discipline data not reflected on the dashboard yet supports the importance of cultivating student wellness, a safe and welcoming environment, and continuation of supporting students through social emotional learning and counseling services.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Average Daily Attendance (ADA)	Last comparable data point was 95.5%, 2019-2020.	94.6%	*Local Data: 93.9%		>/= 96%
Dropout rate	0%, 2020-2021	0%	N/A		0%
Suspension and expulsion rate	2% / 0%, 2020-2021	1%	New Dashboard Status: Low 1.5 % of all students		1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Healthy Kids Survey (HKS) report that they "feel safe at school."	88% @ 5th, 85% @ 7th, 2020* (This data appears to have errors); please use the following data 96% @6th and 74% of 7th graders feel safe in 2020 at school.	79% @ 5th, 63.5% @ 7th	*Local LCAP Survey Data 5th grade: 82% All or Most of the time; 13% some of the time; 6% Not Safe 7th grade: 25% of students strongly agree; 63% were neutral; 11% Disagree; 2% strongly disagree		> 90%
HKS report having a "caring adult relationship" on campus.	79% @ 6th, 59% @ 7th, 2020* (Updated with 2020 results per CDE dashboard)	70% @ 5th, 75.6% @ 7th	*Local LCAP Survey Data 5th grade: 82% report teachers care about them 7th grade: 55% report caring adult relationships		> 90%
HKS report "high expectations-adults in school"	84% @ 5th, 68% @ 7th, 2020;* (updated with 2020 results per CDE dashboard)	72% @ 5th, 85.5% @ 7th	*Local LCAP Survey Data 5th grade: 77% all the time; 5% most of the time 7th grade: 74% reported high		> 90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			expectations from adults		
Chronic absentee rate	7.5%, 2019-2020	8.5%	<p>New Dashboard Indicator: High 15.3% chronically absent</p> <p>EL: Very High 21.4% chronically absent SED: High 18.1% chronically absent SWD: High 14.3% chronically absent</p> <p>White: High 14.7% chronically absent Hispanic: High 16.1% chronically absent Two or More Races: High 16.7% chronically absent</p>		< 10%

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Wellness	Implement trauma-informed training and programming, including further development of Multi-Tiered System of Support (MTSS), including social emotional learning, counseling, Positive Behavior Intervention System, and Student Leadership Activities.	\$97,100.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	Information System	Employ Aeries to regularly monitor and track attendance, discipline and student achievement data and provide trains and cross training for staff.	\$6,100.00	No

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

ENGAGING SCHOOL CLIMATE

3.1. Wellness: This goal was implemented with fidelity but modified to meet the needs of students. Instead of hiring 2 classified counselors, Solvang School hired a credentialed full-time counselor and was able to offer small group, 1 on1 counseling, in class support, and respond effectively to students in crisis. Additionally this year, we added the Second Step Social Emotional Learning Curriculum, offered suicide prevention, Wellness Wednesdays, and Friendship Groups. We continued to partner with People Helping People for external counseling (20 hours monthly) and family support (T,TH) on campus. Our 5th graders participated in the Life Skills curriculum and activities. Additionally, we promoted student health and safety with assemblies for 4th-8th grade students and workshops for parents on cyber safety and vaping. We also installed 4 Vape Detectors. The challenges include High Chronic Absenteeism, frequent Independent Study Requests and incomplete Student Work, increased Counselor referrals, and student behavior issues this year not reflected in Dashboard Data. The successes include small group counseling, Second Step Social Emotional Learning, Suicide Prevention, Wellness Wednesdays, and parent and student workshops on cyber safety and anti-vaping.

3.2 Information System: This action was implemented and remains a priority as Solvang School's Chronic absenteeism is High on the California Dashboard. This is true for all subgroups, but specifically for our English Learners. Another subgroup that received support for chronic absenteeism is our students with disabilities. While the office utilizes Aeries for attendance, grades, and behavior, further training on employing the analytic features is needed. The challenges we faces this year included high chronic absenteeism due to student illness (Covid, Hand Foot and Mouth, and Norovirus), school avoidance, poor attendance due to travel, and student mental wellness. The successes were improved documentation in aeries of referrals, student discipline, and attendance monitoring.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The only material difference was that we hired a full-time credentialed counselor instead of two classified counselors (3.1). Additionally, we added the Second Step Curriculum.

An explanation of how effective the specific actions were in making progress toward the goal.

These actions were effective, but chronic absenteeism is a problem. According to Attendance Works ([attendance works.org](http://attendanceworks.org)), the 5 practices that schools should employ are 1. Engaging Students and Parents (see actions 1.4, 2.1, 2.2, 3.2, 3.3), 2. Recognize Good and Improved Attendance (this is something Solvang School will begin in 23-24), 3. Monitor Attendance Data (action 3.2), 4. Provide Personalized outreach (office clerks, counselor, case managers, and teachers; action 2.3, 3.1, 3.3), and 5. Develop Programmatic Response to Barriers (bussing, counseling, and support for families; action 3.1)

Action 3.1 contributes to student wellness and improved because school counseling improves student outcomes; "Numerous research studies have quantified the impact of school counselors on student development and success, as well as on school climate and K–12 education in general." ([school counselors.org](http://schoolcounselors.org)) Moreover, "as part of a school support team, school counselors provide critical social-emotional and academic supports. Through a comprehensive school counseling program that promotes success and achievement for all students, school counselors can help set students on a path for postsecondary success. In particular, students of color and students from low-income families benefit from having more access to school counselors." (ASCA). Adding a credential counselor to the team this year has resulted in significant positive support of and opportunities for students. These include 1 on1 counseling, friendship groups, in class social emotional learning by the counselor, Wellness Wednesdays and suicide prevention and support for students in crisis. Solvang School promotes wellness by providing counseling services, partnership with People Helping People, Social Emotional Curriculum, and teaching life skills.

Actions 3.2 was implemented effectively and contribute to Goal 3 because regular attendance matters to student achievement and school culture. According to research, "What works is to take a data-driven, comprehensive approach that begins with engaging students and families as well as preventing absences from adding up before students fall behind academically. The key is using chronic absence data as a diagnostic tool to identify where prevention and early intervention are needed (3.2). With this data in hand, schools, families and community partners can together determine the causes of chronic absence, and implement approaches that address barriers to getting to class." ([attendance works.org](http://attendanceworks.org)). 3.2 We will continue Aeries to Monitor & Track Attendance, Discipline & Achievement.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

There were some changes to the goal, metrics, desired outcomes, or actions. There will be improvements as we will increase Aeries training for the 2 office clerks; expand Aeries analytics; utilize Aeries functionality for discipline and pivot to a new website, the launch of a new school app and an improved two-way correspondence, scheduling, and exchange of forms. We will continue with the credentialed Counselor,

increase Positive Behavior Intervention Systems, add Advisory for Middle School students, and continue Life Skills, Second Step, and Wellness Wednesdays.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
4	Maintain high quality facilities (HQF) to support educational excellence as evidenced by zero Williams Complaints..

An explanation of why the LEA has developed this goal.

This is a board priority and one that serves all students and staff. The goal supports elective programs, technology infrastructure to support online programs, and technology for staff and students. In addition, a focus on maintenance also ensures that systems are sustainable and that students have a safe and engaging environment.

4.1 Technology: This action contributes to educational excellence by empowering students with 21st Century skills. Research shows that, "Technology, being laptops or devices, should be seen as tools and not replacements of best practices for teaching in the classroom. Another important component of 1:1 Technology is student motivation. The teacher in the classroom must understand how and why students are motivated to learn. In her study, Spears (2012) cites the work of Keller. Spears (2012, p. 8) cites the work of Keller (1987) and explains, "Attention, relevance, confidence, and satisfaction (ARCS) are the four characteristics one needs to establish in order for people to be motivated to learn." Solvang School is committed to ensuring students are motivated to learn and that they have the technology tools needed to ensure relevant learning outcomes. According to Solvang's Local Survey, 49% of respondents prioritized expanding technology infrastructure. Our inventory supports an update and replenishment plan.

4.2 Facilities: 62% of local survey respondents prioritized facilities as actions to continue. Research shows, "a link between the quality of school facilities and student achievement in English and mathematics. As well, quality facilities were significantly positively related to three school climate variables. Finally, results confirmed the hypothesis that school climate plays a mediating role in the relationship between facility quality and student achievement." (Cynthia Uline, Megan Tschannen-Moran, Journal of Educational Administration, 2008) Our community values the maintenance and improvement projects completed this year and supports the continuation of this action, as does the School Board.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
All students, TK-8, have an assigned	TK-3 have assigned computers.	100% of TK-3 have computers. The	Students in grade 6-8 were assigned		Solvang School will roll out year 1 of a 3

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
computer for home use		school as a whole, TK-8 is at a 2.5:1 student to computer ratio.	devices to take home. Students in TK-5 had class sets and carts.		year replenishment cycle of student devices. All 6th graders will be assigned a new device to be returned in 8th grade after promotion.
All technology systems are upgraded to ensure 100% connectivity at all times	75% are currently upgraded, 2020-2021	90% connectivity	100% connectivity		100% connectivity at all times
Facilities in good repair per Williams Report	0 Williams findings, 2020-2021	0 findings	Facilities in good repair 0 findings		0 Williams findings

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Technology	<p>Establish 3 year cycle of student device checkout and replenishment, upgrade teacher devices and provide training for new systems, equip new TK, 5th grade DLI, Culinary Arts classrooms with technology and infrastructure.</p> <p>Continue to build on the technology infrastructure to support the use, purchase, and maintenance of Chromebooks, iPads, and computer-based monitors.</p>	\$117,400.00	No
4.2	Facilities	Ensure a safe and welcoming environment through regular walkthroughs, effective custodial and maintenance support, timely	\$73,300.00	No

Action #	Title	Description	Total Funds	Contributing
		repairs, deferred maintenance, and enhanced security to the campus and improved safety routines and structures..		

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Actions 4.1 and 4.2 were implemented effectively and additional measures were taken to improve technology infrastructure and improvements to facilities were completed. The upgrades to 4.1 Technology were as follows: apple i-pad tablets for teachers K-2, student chromebooks, upgraded teacher devices, and technology Infrastructure for next year's classes. Challenges included: Chromebooks were outdated; students struggled to adhere to the use agreement, damaged devices; teacher devices needed upgrading, Successes include platform consolidation, no hacking, an inventory of devices and platforms, the establishment of a 3 year plan for device deployment, and 100% connectivity.

Action 4.2 was expanded upon. Deferred Maintenance and facilities improvements completed include: installation of a back up generator for cafe, Cafe/MPR roof repair, sewer repair LC and UC, added 2 new water filtration fountains, upgraded garden. The challenges were kinder playground and finalizing construction on the culinary arts building. The successes were that the school scheduled deferred maintenance over breaks; Solvang School is nearing the end of Bond Construction projects. Effective with modifications for next school year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The difference between the budgeted expenditures for 4.1 were the investment in student chromebooks and upgrading of teachers devices. This was done after inventorying existing devices and determining that many were in need of upgrading. As such a new roll-out and replenishment cycle will be implemented in the 23-24 school year. The difference in budgeted expenditures for facilities 4.2 was that we used Deferred Maintenance Funds to complete sewer repairs, cafe roof repairs, and added installation of kinder flooring and room painting.

An explanation of how effective the specific actions were in making progress toward the goal.

This goal was implemented effectively in the 2022-2023 school year. Both actions maintaining 100% connectivity (4.1) and completion of the punch list (4.2) were done with fidelity and were effective. We inventoried our current resources, invested in technology infrastructure, and completed deferred maintenance and construction projects.

Furthermore, research shows the connection between technology (4.1) and facility maintenance (4.2) and student achievement. According to research, "As the education system and workforce evolve to become more technology inclusive, it is important for students to keep up with modern digital trends while still obtaining a deep understanding of course content. Implementing technology into the curriculum provides instructors with an invaluable opportunity to enhance student engagement and academic success. Students are able to collaborate with peers using digital platforms, explore creativity through technological features, engage in higher-order thinking processes, participate in inquiry-based learning, synthesize information from multiple sources and establish a sense of online social presence. While implementing technology into the curriculum shifts the learning environment to being more student-centered, instructors play an integral role in guiding understanding, offering assistance and taking the necessary steps to ensure that students are present and reaching their learning goals. Overall, students and teachers have positive attitudes towards technology integration and feel that it has positive impacts on learner satisfaction, promotes engagement and facilitates academic success." (Chloe D'Angelo, *The Impacts of Technology Integration*, 2018). As such, Solvang School will continue to implement action 4.1. Likewise, "findings from these studies underscore the complexities of these relationships between the physical environment of schools and the experiences of building occupants. We are reminded that schools exist within larger social, political, and fiscal circumstances, all of which influence decisions about how we will invest in the design, construction, and ongoing support and maintenance of our schools." (Uline, C.L. (2009), "Building high quality schools for learners and communities", *Journal of Educational Administration*, Vol. 47 No. 3.) Therefore, we will continue with action 4.2.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We inventoried our current resources and will launch a multiyear replenishment plan for student and teacher devices as a result. We have several pending facilities projects including kindergarten wing floors and painting, the ribbon cutting Culinary Arts is to be scheduled soon, timeline for kinder playground remodel being developed, securing the perimeter fencing and office relocation project is beginning, and frontage landscaping improvements (LC) are being planned.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.
 A description of any substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$505,665	0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.35%	0.00%	\$0.00	8.35%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

- 1.1 Assign Highly Qualified Teachers: This action ensures that all students, in all subgroups, have appropriately credentialed teachers and enables Solvang School to keep class sizes small (all core classes at Solvang have less than 28 students; many classes are close to 20 students) to address learning recovery. This is especially important for students with disabilities, English Learners, socio-economically disadvantaged students, and homeless and foster youth. This is State Priority 1 and according to the CDE, "Recent studies suggest that teachers have a far greater impact on student achievement than any other single schooling factor." This action benefits unduplicated students and is principally directed. This action is effective in supporting the needs of unduplicated pupils.
- 1.2 Response to Instruction and Intervention: An analysis of students' academic-achievement data and empirical observations gleaned from classroom observations of foster youth, English learners, and low-income students helped to shape actions for these and other students. Based upon this data, academic support continues to be principally directed to foster, English learner, and low-income students to address the historically persistent achievement gaps. Additionally, students with disabilities are included in RTI, as applicable. Program staff regularly monitor student-achievement data and use findings to shape individual and student-group instruction. The groups are relatively small thus allowing for more direct service to meet academic goals. Staff use research-based instructional materials. A variety of research, (e.g., J. Hattie), points to the efficacy of targeted interventions. While research on class size is debatable, the small-groups that staff have to work

with provide more time to address achievement gaps. Staff actions, then, help students to meet their goals. Additionally, this action is effective, especially because we have hired bilingual staff to improve student outcomes.

1.3 English Learner Program. The needs of English Learners as evidenced by the consistent achievement gaps on CAASPP were the primary driver for the creation of this goal. Based on this data, the District employed a full-time EL Director and provided English Language Development rotations for students. Additionally, the district progress monitored EL students and supported them in reclassification. The actions in 1.2 are directed at improving outcomes for English Learners and are research-based. The EL Director designed targeted English Language Development small group instruction for students based on their language proficiency. The EL Program is expanding to ensure that all ELs, including those in Dual Language Immersion, receive the English Language Development needed.

1.4 Educational Partner Engagement: A wide variety of research shows that family engagement benefits student learning. According to the Partners in Education: Dual Capacity Framework for Family School Partnerships (SEDL, Dept. of Ed., 2013), "Over 50 years of research links the various roles the families play in a child's education as supporters of learning, encouragers of grit and determination, models of lifelong learning and advocates for proper programming and placement (p.50)." As such, Solvang School is seeking to build the capacity for family school partnership by actively cultivating policy and programs that build "capabilities (skills and knowledge), connections (networks), cognition (belief and values), & confidence (self-efficacy)" of staff and families. This goal connects family engagement to student learning by improving language access, creating a welcoming environment, and through the establishment of the Juntos program. By ensuring that all families feel welcome and can fully participate, the Juntos Program, bilingual staff, and translated communication are helping families negotiate their roles as "supporters, encouragers, monitors, advocates, decision-makers, and collaborators (p.)within the family school partnership. This partnership framework extends to families of students with disabilities.

1.5 Professional Development: Analysis of student-achievement data and teacher needs assessments helped to shape professional development activities. The unique needs of unduplicated students identified in the analysis of student-achievement data impels the district to focus professional development first on meeting those needs, e.g., EL and reading strategies. As such the district prioritized teacher learning on English Language Development (Imperative for ELs), Socio-emotional Learning (a key component of creating a safe learning environment for FY and SED students) and training for the new interventions to support students (these students include SED, FY, SWD, and ELs) who need intervention.

1.6 Summer School and After School: This action was designed with the needs of homeless, FY, and SED students in mind. Additionally, we included students with disabilities that were not attending Extended School Year with the consortium. The district prioritized homeless and

Foster Youth students for the intercession childcare and for summer school. These students were given the first slots in this programming. This action also met the needs of SED students by ensuring SED students have access to intercession care, summer school, enrichment, meals, and extended childcare at no cost to the students' families.

2.1 Broad course of study: STEM, VAPA and DLI programs authentically engage identified student groups and challenge traditional assumptions about how to address achievement gaps found in the data analysis of student achievement of unduplicated students. When unduplicated and historically struggling students have access to a broad course of study, e.g., core and elective courses that do not track students, they can access the curriculum needed to meet expectations in all grades, in general, but at the high school too, as the school prepares its middle school students for advancement at the SYV High School. Solvang School does not track students, but rather, differentiates instruction for interventions, as well as for acceleration. By providing access to a broad course of study in the middle school, the district provides the foundation for all students to sustain academic success into and beyond SYV High School. Moreover, this broad course of study ensures that students are in their least restrictive environment.

2.2 Instructional materials: According to RAND, "If a curriculum — a set of instructional materials intended as a comprehensive course of study for a particular subject and grade level — is well-aligned with state standards, it can help teachers deliver instruction that leads to students' mastery of those standards (rand.org)." This intentional use of curriculum lends itself toward improving student outcomes for all students, especially unduplicated pupils.

2.3 Engaging Students and Parents to Support Attendance and Achievement: Addressing chronic absenteeism is a need for all subgroups. According to Attendance Works, "Attendance improves when a school community offers a warm and welcoming environment that emphasizes building relationships with families and stresses the importance of going to class every day. The key is developing a school-wide school culture that promotes a sense of safety, respect and personal responsibility, where students feel connected and know that someone notices, in a caring manner, when they missed school. A key component of the engagement is helping families understand what their children are learning when they are in school and the negative effects of chronic absenteeism on realizing their hopes and dreams for their children. Too many parents and students do not realize that just missing two days each month can be a problem, and often leads to falling behind in the classroom. Even fewer families realize that absenteeism is a problem as early as kindergarten and preschool and building the habit of attendance in the early grades can influence their children's chances of graduating from high school" (attendance works.org). This approach impacts all subgroups.

3.1 Wellness: Students, throughout the country, are experiencing increased mental health issues (e.g. anxiety, depression). According to the National Center on Safe Supportive Learning Environments, which stated that, "approximately 25% (of students in this age group) felt disconnected from peers and adults, over 50% were more concerned than usual about their families physical and emotional health (including health, finances, and basic needs)." Of the 6th graders who took the survey 32% of them qualify for free and reduced lunch and 48% of the 7th graders qualified for free and reduced lunch and 1% reported housing insecurities, including living in motels, shelters, or cars. This data caused Solvang School to hire a classified counselor and to contract with MindBloom. Feedback from staff was that the students developed a

rapport with the counselor and that the small group and 1:1 support offered by a counselor were more impactful than the groups ran by the consultant. As such, a decision to hire a credentialed counselor for 22-23 school year was formed. A school counselor will promote universal strategies like promoting positive school climate, staff and student wellness, launching Social Emotional Learning (SEL), crisis preparedness, and mental health literacy.

3.2 Use Aeries to monitor and track attendance, discipline, and achievement: Research shows that Homeless, FY, SED, and Students with Disabilities are disproportionately impacted by chronic absenteeism. Solvang's local data further emphasizes this revealing that English Learners are 21.4% chronically absent and in the very High category on the Dashboard. Research shows that, "The best way to identify students with chronic absence, is to use the attendance data already collective by schools to examine which and how many students are missing missing 10% or more of the school year. Ideally, data is also to monitor trends over time by grade and subgroup." (attendance works.org) This action, while it impacts all subgroups, is essential to address the Chronic Absenteeism of English Learners (Very High), students with disabilities (High), and SED (High).

4.1 Technology: This action helps address the digital divide for socioeconomically disadvantaged students and ensures that all students upper grade students have devices at school and at home. In class devices in grades TK-5 ensure that technology is effectively integrated into the learning environments. Research shows that "Technology integration is achieved by making technology a seamless, routinely used, and almost invisible part of the learning environment (such as board and pen). If technology is effectively integrated, then it provides opportunities for students to search and find available information and apply their academic skills to real- world problems. Traditional educational practices, on the other hand, do not provide students with all the necessary skills they will need in today's world." (Uline, C.L. (2009), "Building high quality schools for learners and communities", Journal of Educational Administration, Vol. 47 No. 3)

4.2 Facilities: While maintaining high quality facilities impacts all students and staff, it is particularly important for the subgroups furthest from standard. After all, "A number of studies have measured overall building condition and its connection to student performance; these have consistently shown that students attending schools in better condition outperform students in substandard buildings by several percentage points. School building conditions also influence teacher effectiveness. Teachers report that physical improvements greatly enhance the teaching environment. Finally, school overcrowding also makes it harder for students to learn; this effect is greater for students from families of low socioeconomic status. Analyses show that class size reduction leads to higher student achievement." (Earthman, G. I. (2002). School Facility Conditions and Student Academic Achievement. UCLA: 's Institute for Democracy, Education, and Access.) As such, this action supports improved outcomes for students with disabilities, English Language Learners, Socioeconomically Disadvantaged Students, Homeless, and Foster Youth.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

These actions are expected to result in the required proportional increase or improvement in services (8.35%) for unduplicated pupils, as compared to the services the LEA provides to all students, by focusing on the unique needs and related best-instructional practices for identified student groups, i.e., English learners, low-income students and foster youth. While the noted actions can at least indirectly benefit all student groups, an intentional focus on best practices reflective of the current research ratchets up the amount of services provided to the identified student groups. If metric outcomes are met, current assumptions about these practices would be validated. We anticipate exceeding the 8.35% increase by having a 10% or more proportionate increase as a result of these actions.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$3,530,200.00	\$238,500.00	\$130,000.00	\$1,105,300.00	\$5,004,000.00	\$4,436,200.00	\$567,800.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Highly Qualified Teachers and Interventions	All	\$2,785,900.00			\$163,300.00	\$2,949,200.00
1	1.2	Response to Instruction and Intervention	English Learners Foster Youth Low Income	\$161,200.00	\$15,800.00		\$182,800.00	\$359,800.00
1	1.3	English Learner Program	English Learners	\$193,000.00	\$15,300.00		\$125,300.00	\$333,600.00
1	1.4	Educational Partner Engagement	English Learners Foster Youth Low Income	\$152,900.00				\$152,900.00
1	1.5	Professional Development	English Learners Foster Youth Low Income	\$91,000.00	\$37,000.00		\$29,000.00	\$157,000.00
1	1.6	Summer School and after school program	All				\$297,200.00	\$297,200.00
2	2.1	Broad Course of Study	English Learners Foster Youth Low Income	\$104,700.00	\$80,600.00	\$75,000.00		\$260,300.00
2	2.2	Instructional Materials	All		\$74,700.00		\$119,400.00	\$194,100.00
2	2.3	Educational Partner	All Students with Disabilities	\$6,000.00				\$6,000.00
3	3.1	Wellness	English Learners Foster Youth Low Income	\$8,000.00	\$3,000.00		\$86,100.00	\$97,100.00
3	3.2	Information System	All	\$800.00	\$5,300.00			\$6,100.00
4	4.1	Technology	All	\$8,400.00	\$6,800.00		\$102,200.00	\$117,400.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.2	Facilities	All	\$18,300.00		\$55,000.00		\$73,300.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$6,056,499	\$505,665	8.35%	0.00%	8.35%	\$710,800.00	0.00%	11.74 %	Total:	\$710,800.00
								LEA-wide Total:	\$517,800.00
								Limited Total:	\$193,000.00
								Schoolwide Total:	\$517,800.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Response to Instruction and Intervention	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$161,200.00	
1	1.3	English Learner Program	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$193,000.00	
1	1.4	Educational Partner Engagement	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$152,900.00	
1	1.5	Professional Development	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$91,000.00	
2	2.1	Broad Course of Study	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$104,700.00	
3	3.1	Wellness	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$8,000.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$4,269,600.00	\$4,569,300.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Highly Qualified Teachers and Interventions	No	\$2,724,900.00	\$2,817,600.00
1	1.2	Response to Instruction and Intervention	Yes	\$318,700.00	\$328,600.00
1	1.3	English Learner Program	Yes	\$296,500.00	\$304,700.00
1	1.4	Educational Partner Engagement	Yes	\$89,800.00	\$129,900.00
1	1.5	Professional Development	Yes	\$145,000.00	\$146,900.00
1	1.6	Summer School and after school program	No	\$63,800.00	\$100,800.00
2	2.1	Broad Course of Study	Yes	\$198,500.00	\$195,200.00
2	2.2	Instructional Materials	No	\$106,400.00	\$93,400.00
2	2.3	Educational Partner	No	\$6,500.00	\$5,800.00
3	3.1	Wellness	Yes	\$190,500.00	\$95,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	Information System	No	\$5,500.00	\$5,500.00
4	4.1	Technology	No	\$61,500.00	\$101,900.00
4	4.2	Punch List	No	\$62,000.00	\$244,000.00

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$496,147.00	\$614,300.00	\$649,600.00	(\$35,300.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Response to Instruction and Intervention	Yes	\$133,400.00	\$129,700.00		
1	1.3	English Learner Program	Yes	\$184,900.00	\$157,000.00		
1	1.4	Educational Partner Engagement	Yes	\$62,400.00	\$129,900.00		
1	1.5	Professional Development	Yes	\$81,600.00	\$84,500.00		
2	2.1	Broad Course of Study	Yes	\$144,000.00	\$140,500.00		
3	3.1	Wellness	Yes	\$8,000.00	\$8,000.00		

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$5,731,584.00	\$496,147.00	0.00%	8.66%	\$649,600.00	0.00%	11.33%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC Section 52064[e][1]*). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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